



Behaviour Policy

BEDWELL PRIMARY SCHOOL
Bedwell Crescent,
Stevenage, Herts, SG1 1NJ

Updated September 2018

Code of Conduct

We believe that our School should be a happy, safe, inclusive environment in which children can learn. Our six Golden Rules support us in achieving this aim.

We are gentle

We don't hurt others

We are kind and helpful

We don't hurt anybody's feelings

We listen

We don't interrupt

We are honest

We don't cover up the truth

We work hard

We don't waste our own or others' time

We look after property

We don't waste or damage things

These rules permeate through our curriculum, assemblies and our interaction with children.

Rights and Responsibilities

Children have a right to learn and teachers have a right to teach.

Responsibilities of Children:

- To follow the Golden Rules to the best of their ability
- To treat adults and other children with respect and politeness
- To help to make the school a clean and pleasant place to be
- To do as they are asked by all adults in the school
- To take increasing responsibility for their own learning and behaviour

Responsibilities of Staff:

- To treat all children fairly and respectfully
- To effectively manage behaviour by using de-escalation and preventive strategies
- To create a safe and pleasant environment
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual
- To enable each child to do their best

*Please see "Getting the simple things right" behaviour checklists (Appendix 1).

Responsibilities of Parents/Carers:

- To ensure children arrive on time for school and ready to work
- To encourage children to sort out difficulties without hitting, fighting or swearing, at home or in school
- To encourage respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievements
- To encourage children to talk about school and listen to what they have to say each day

Rewards

At Bedwell we believe that our good behaviour stems from positive reinforcement, modelling and praise. Our reward system is a pivotal part of the School, in which children are rewarded for perseverance, demonstrating good learning behaviour, teamwork and originality.

Our Merit System

The children from Year 1 to Year 6 are given classpoints for:

- Completing a piece of work which shows they have achieved the Learning Objective.
- Positive interactions with other children, demonstrating teamwork, support or encouragement.
- Positive contributions to lessons (for example asking questions and volunteering ideas).
- For showing that they are ready, organised and keen to learn (for example reading regularly at home).

These classpoints are collected on a classpoint chart which is displayed in every classroom. For every five classpoints the child earns, they receive a Bedwell Merit. Classpoints are exchanged weekly for Merits at a regular time during the week. Merits are collected in a card. For every five Merits, they receive a Bedwell House Point (every child in the School is in one of four houses). Children can be sent to the Headteacher to receive a Headteacher's Golden Merit for work in which they have excelled themselves. Examples of work are displayed in the Headteacher's office.

Children work through this system, achieving Bronze, Silver, Gold, Platinum, Diamond and Alexandrite certificates when they have reached a set number of House Points. These certificates are given out during our Monday Celebration Assembly. At the end of each half term, all the House Points are added-up, towards an overall House total. The winning house receive the House Point Cup.

Merits are given out for behaviour which exemplifies the Golden Rules.

- An outstanding piece of work, above that child's usual level.
- Accurately completed homework tasks.
- Supporting others.
- Sporting achievements.

House Points are given, on a rare occasion, for:

- An extensive project.
- A sustained contribution to a school production or sports team.

Golden Time

Golden time is directly linked to our Golden Rules. It is earned by adhering to Bedwell's six Golden Rules. During Golden Time, each class selects five activity boxes from the Golden Time store, which is solely used for this special time. Activity boxes contain a range of toys, games and equipment which the children have selected through School Council (such as radio-controlled cars, board games and craft resources) and the children sign-up for one of these activities. Children who have all their Golden Time get to choose first.

Every classroom in Year 1-6 displays a large Golden Time banner, showing how much Golden Time every child in the class has, alongside their photo. All children start the week with 40 minutes of Golden Time. They can lose it for breaking any of the Golden Rules. Children are given a positive reminder (eg. "We are kind and helpful in our School"); if the behaviour continues, they are given a firm warning ("If you continue to do ... you will lose..."); if the child continues to exhibit the behaviour, they are asked to move their photo down the Golden Time ladder. Lost time can be earned back for minor misbehaviour at the teacher's discretion. (For example if a child has lost Golden Time for talking on the carpet, but on subsequent days has improved the aspect they were sanctioned for.) Larger increments of time can be removed throughout the School for incidents of Level 2, Level 3 and Level 4 behaviour (see next section), as well as non-completion of homework.

Children who have lost Golden Time are recorded on a class sheet and are sent to a member of SMT for the duration of their lost Golden Time (see Appendix 3) During this period, the children complete a reflection form, explaining which rule they broke and how they intend on keeping it next week (see Appendix 4). Once this form is complete, the children write-out tables or number facts until their time is over, at which point they return to their room and join in with the remainder of Golden Time, signing up for the activities which are left.

Privileges

We really believe in developing positive role-models to set an example to younger children. Therefore, Year 6 have an additional tier in our rewards structure. Instead of receiving Golden Time on Fridays, they are able to take part in a range of privilege activities (such as games consoles, Ipads, air hockey and table tennis.) These activities are also available during lunchtimes. To earn these privileges, Year 6 must set a positive

example to younger pupils and support staff by giving up their own time to help around the School. Children who exceed this expectation are rewarded with the title of Prefect, which entitles them to do privileges every day.

Star of the Week

Children who have impressed the staff through perseverance, demonstrating good learning behaviour, teamwork or originality are rewarded by a Star of the Week certificate. Each class will have one or two pupils who receive these certificates, which are awarded in Celebration Assembly. The child will be asked to show the work or explain the act that has earned them the certificate. If a class have produced a project or piece of artwork, the class teacher is encouraged to share this during Celebration Assembly.

Sanctions

At Bedwell we teach positive behaviour via a system of logical sanctions, designed to teach children that there is a consequence to inappropriate behaviour, and that they are responsible for their own actions.

Level 1

Children can lose *Golden Time* for breaking any of the *Golden Rules*. Children are given a positive reminder (eg. "We are kind and helpful in our School"); if the behaviour continues, they are given a firm warning ("If you continue to do ... you will lose..."); if the child chooses not to correct their behaviour, they are asked to move their photo down the *Golden Time* ladder.

A record of this lost *Golden Time* is kept by SMT and collected weekly during reflection time. This record is shared by staff at parents evening, and if specific incidents are frequently occurring, parents are asked to meet with the class teacher to discuss the issue.

Examples of inappropriate behaviour at this level

Shouting out, failing to keep on task, talking when the teacher is, unkind remarks, bad language (one off), telling lies (low level with an admission of doing so), pushing in the line.

Level 2

A child is moved to another area within the classroom to work in isolation, and is told, "This behaviour is unacceptable in our school." Ten minutes of their *Golden Time* is removed. If the child has no *Golden Time* at this point, this time is taken from their playtimes.

For persistent Level 2 behaviour children are sent out of class to work in another environment. They will remain there until the end of the lesson or until they have satisfactorily completed their assigned task. The child will be sent with a note specifying what they have done and for how long they are to remain in the other

environment. They must be accompanied by a TA or responsible child to the assigned teacher.

KS1 pupils should be sent to Mrs Rose / Mrs Devenish; lower KS2 pupils to Mr Humber; upper KS2 pupils to Mr Amoss.

Examples of inappropriate behaviour at this level

Rudeness to staff, persistently distracting others from learning, deliberately damaging resources, spoiling others work, minor stealing.

Level 3

The child is sent to work in the Deputy Headteacher's (Mr Roberts') class, and is told, "This behaviour is unacceptable. Here is the work I expect to be done, and your parents will be told at the end of the day about this incident." The child will be sent with a note, accompanied by another adult or responsible child. The child remains out of class for the entire session. Twenty minutes of their Golden Time is removed.

Incidents of Level 3 behaviour are recorded on CPOMS with reference to what happened and whether the incident can be deemed as racist or bullying. The Deputy Headteacher will contact the parents / carers at the end of the school day. If another incident of Level 3 behaviour occurs within two weeks, the child is placed on a Level 3 Report (see Appendix 2), requiring them to report to the Deputy Headteacher every lunch time and before the end of every day to reflect on their behaviour during the day. This will continue until there is evidence that behaviour has improved. If the child is choosing not to improve their behaviour at the end of a Level 3 Report Card period, they automatically move to Level 4 Report.

A child on Level 3 or Level 4 report will not be allowed to participate in any extra-curricular activities or represent the school at any sporting event.

Examples of inappropriate behaviour at this level

Absolute refusal to follow an instruction given by a member of staff, incidents of aggressive behaviour, abusive language, stealing larger items or from other children.

Level 4

The child is sent to the Headteacher, and is told, "Your behaviour is totally unacceptable and will not be tolerated in this School." The child will be sent to Headteacher (Miss Shaw), accompanied by the class teacher. If the Headteacher is not on site, the child is sent to the Deputy Headteacher. The child remains out of class for the entire session, and is placed on the isolation desk. No adults (other than the Headteacher) will communicate with the child. The child will be kept in over playtime and lunchtime. Forty minutes of their Golden Time is removed.

The incident will be recorded on CPOMS as with Level 3 behaviour. Parents will be informed. The child is placed on a Level 4 Report, requiring them to report to the Headteacher every lunchtime and at the end of every day, until there is evidence the behaviour has improved.

Immediate action will be taken by the Headteacher in the case of serious incidents. These may result in short term internal or external exclusion or ultimately permanent exclusion. In such incidents parents will be informed verbally and in writing.

Examples of inappropriate behaviour at this level

Fighting, racist or other discriminatory comments, sexually explicit comments, vandalism / extreme damage to school property, serious incidents of aggressive behaviour, bullying, leaving the premises without permission

Foundation Stage and Year 1 follow a similar behaviour system for Level 1 and Level 2 behaviour incidents. Instead of losing Golden Time their sanction is more immediate with children losing their afternoon choosing time in Year 1 and given immediate time out sanctions in Foundation Stage. Level 3 and Level 4 behaviour is dealt as per the rest of the school.

Playground and Lunchtime Behaviour

Following our Code of Conduct, we expect our children to behave well at all times - both in the building and at playtimes. We believe it is important for children to see that playtime behaviour also plays a part in our behaviour policy. We manage behaviour proactively rather than responsively, intervening positively before behaviour deteriorates further.

Level 1

Children are given a positive reminder (eg. "We are kind to each other. Why don't you move to another area, play with... or alter the game by.... If you continue to do ... you will be asked to go into the Timeout Area". " If the child chooses not to alter their behaviour then they will be asked to go to the Timeout Area for five minutes as a consequence. (Stand next to gazebo or green fence (on field) / by blue fence on play ground.)

Once the child has spent five minutes in the Timeout Area, the adult will speak to them and say, "As a consequence of doing... you were put on timeout. What can you now do differently to stop this happening again? Do you think you can do that?" If the child says no, they should move to Level 2. If the child says yes, ask them if they would like to join the other children for playtime / lunchtime.

Examples of inappropriate behaviour at this level

Bad language (one off), being unkind to other children, not looking after school property, play fighting

Level 2

Children are sent in to sit in reflection outside the staffroom, with a Sanction Notelet specifying what they have done. The incident will be dealt with by the first passing member of the teaching staff. They will discuss the incident briefly with the child and give them a timer set to 10 / 15 minutes. Once the timer has gone the child returns it to the staffroom and can return to the playground or field. If the child is sent in again they move to Level 3.

Examples of inappropriate behaviour at this level

Persistently continuing Level 1 behaviour after time out, deliberately damaging property or the environment, disrupting someone else's game, aggravating other children.

Level 3

The Deputy Headteacher (Mr Roberts) is sent for. He will deal with the incident outside and decide on the course of action after speaking to those involved. Children found to have been using Level 3 inappropriate behaviour will be brought in and miss the remainder of their lunchtime. The incident will be recorded on CPOMS. Parents will be notified of the incident at the end of the School day, and a decision will be taken if the child will lose further playtimes and lunchtimes.

Examples of inappropriate behaviour at this level

Refusing to follow an instruction given by any member of staff, incidents of aggressive behaviour, abusive language.

Level 4

Children are brought in by a member of staff and taken directly to the Headteacher. The incident will be recorded on CPOMS as with Level 3 behaviour. Parents will be informed. The child will be internally excluded from playtimes and lunch times for a specified period of time. In the cases of serious incidents these may result in short term internal or external exclusion or ultimately permanent exclusion. In such incidents parents will be informed verbally and in writing

Examples of inappropriate behaviour at this level

Fighting, racist or other discriminatory comments, sexually explicit comments, vandalism / extreme damage to school property, serious incidents of aggressive behaviour, bullying, leaving the premises without permission

Children with Special Educational Needs

We are an inclusive school. We expect all of the children in our school to follow the Golden Rules. However, this may be more difficult for some children at certain times. Some children may not comprehend the rules and structures of the School and will be given additional support to enable them to meet expectations.

Children with behavioural difficulties may

- Have regular meetings with the teacher, SENCo and parents / carers
- Have targets for improved behaviour
- Receive support from counsellors, family support worker and the SENCo on Protective Behaviours and developing positive relationships
- Have an individual behaviour plan

Teachers will use their professional judgement when managing the behaviour of such pupils, supported by the SENCo and as much as possible the Four Level system will be adhered to.

Physical Intervention

At Bedwell Primary School we believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of restrictive physical intervention be needed. The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for managing difficult and dangerous behaviour in relation to the whole school, each class, and individual pupils. See Restrictive Physical Intervention Policy for further details.

Complaints

If there is a grievance from a parent / guardian that a child has not been dealt with fairly or appropriately by any member of staff the matter may be referred to the Governors using the School's Complaints Procedure.

Appendix 1 – Getting the Simple Things Right

*[taken from DfE publication, written by Charlie Taylor,
Government's Expert Adviser on behaviour in schools]*

Key principles for headteachers to help improve school behaviour

Policy

- *Ensure absolute clarity about the expected standard of pupils' behaviour.*
- *Ensure that behaviour policy is clearly understood by all staff, parents and pupils.*
- *Display school rules clearly in classes and around the building. Staff and pupils should know what they are.*
- *Display the tariff of sanctions and rewards in each class.*
- *Have a system in place for ensuring that children never miss out on sanctions or rewards.*

Leadership

- *Model the behaviour you want to see from your staff.*

Building

- *Visit the lunch hall and playground, and be around at the beginning and the end of the school day.*
- *Ensure that other Senior Leadership Team members are a visible presence around the school.*
- *Check that pupils come in from the playground and move around the school in an orderly manner.*
- *Check up on behaviour outside the school.*
- *Check the building is clean and well-maintained.*

Staff

- *Know the names of all staff.*
- *Praise the good performance of staff.*
- *Take action to deal with poor teaching or staff who fail to follow the behaviour policy.*

Children

- *Praise good behaviour.*
- *Celebrate successes.*

Teaching

- *Monitor the amount of praise, rewards and punishments given by individual staff.*
- *Ensure that staff praise good behaviour and work.*
- *Ensure that staff understand special needs of pupils.*

Individual pupils

- *Have clear plans for pupils likely to misbehave and ensure staff are aware of them.*
- *Put in place suitable support for pupils with behavioural difficulties.*

Parents

- *Build positive relationships with the parents of pupils with behaviour difficulties.*

Behaviour checklist for teachers

Classroom

- *Know the names and roles of any adults in class.*
- *Meet and greet pupils when they come into the classroom.*
- *Display rules in the class - and ensure that the pupils and staff know what they are.*
- *Display the tariff of sanctions in class.*
- *Have a system in place to follow through with all sanctions.*
- *Display the tariff of rewards in class.*
- *Have a system in place to follow through with all rewards.*
- *Have a visual timetable on the wall.*
- *Follow the school behaviour policy.*

Pupils

- *Know the names of children.*
- *Have a plan for children who are likely to misbehave.*
- *Ensure other adults in the class know the plan.*
- *Understand pupils' special needs.*

Teaching

- *Ensure that all resources are prepared in advance.*
- *Praise the behaviour you want to see more of.*
- *Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).*
- *Differentiate.*
- *Stay calm.*
- *Have clear routines for transitions and for stopping the class.*
- *Teach children the class routines.*

Parents

- *Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.*

Appendix 2 – Report Cards

Day	Session 1	Session 2	Session 3	Session 4
Monday	Score: /10 Comments:	Score: /10 Comments:	Score: /10 Comments:	Score: /10 Comments:
Tuesday	Score: /10 Comments:	Score: /10 Comments:	Score: /10 Comments:	Score: /10 Comments:
Wednesday	Score: /10 Comments:	Score: /10 Comments:	Score: /10 Comments:	Score: /10 Comments:

Further action:

Appendix 3 - Record of lost Golden Time

Record of lost Golden Time

Please indicate the number of the Golden Rule that was broken for each 5 minutes lost:

1 We are gentle

3 We listen

5 We work hard

2 We are kind and helpful

4 We are honest

6 We look after property

Name of child	5	10	15	20	25	30	35	40

Appendix 4 - Reflection sheet

Reflecting on my behaviour



Name:

How I broke our Golden Rules:

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Why I chose to behave in this way:

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What I could do differently next time:

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Adult response:

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